



# St Barnabas

## Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in  
all its fullness!' John 10:10**  
**'Achieving great things through  
learning and growing together in a  
love-filled Christian family'**

### Year 4 Summer 1 2026 Curriculum Overview

#### Reminders and Homework

Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to. (Children can sign their own reading records but parents/carers **MUST** also do so at least once per week (Thursday - Thursday)).

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis.

Spellings will continue to be given out on a Friday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class dojo page as these will be posted at the end of each new week.

Please also ensure your child practises their times tables three or more times per week on Times Tables Rockstars . This will also be checked Thursday - Thursday. Some children will be asked to complete a Times Table Intervention in school if this cannot be completed at home. The official government multiplication check will take place during the week commencing 8th June, which is the first week back after the May/June half term.

Our PE days for this half term will be on a Tuesday and a Thursday. All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.

## English

### Key Vocabulary

- Narrative (on How to be a Viking) - plot, proofread, amend, create, settings, characters, plot, narratives, organise, paragraphs, theme, explore, identify, collect, noun phrases, complex sentences, adverb starters, fronted adverbials, apostrophes, singular, plural, clauses, analyse, box -up, characterisation, vocabulary, emphasis, suspense, generate
- Persuasive Texts /Leaflets (about The Anderton Centre )- intonation, expression, context, navigate texts, contents, locate, retrieve, scan, analyse, evaluate, summarise, non-fiction, clauses, research, purpose, audience, structure

### Key Learning

- **Narrative**

Pupils will: write narratives with a clear beginning, middle and end with a clear plot; proofread and amend their own and others' writing with growing confidence; create more detailed settings, characters and plot in narratives; organise their writing into paragraphs around a theme; explore, identify, collect and use noun phrases ; create complex sentences with adverb starters; use commas to mark clauses in complex sentences; create sentences with fronted adverbials for where; use commas after fronted adverbials; link ideas across paragraphs using fronted adverbials for when and where; use apostrophes for singular and plural possession; use different sentence structures; read and analyse narrative in order to plan their own versions; discuss and record ideas for planning e.g. boxing-up text types to create a plan; develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense; generate and select from vocabulary banks e.g. adverbial phrases and technical language.

- **Persuasive Texts/ Leaflets**

Pupils will: use punctuation to determine intonation and expression when reading aloud to a range of audiences; explain the meaning of key vocabulary within the context of the text; locate and retrieve information in print and on screen; scan for dates, numbers and names; identify main ideas drawn from more than one paragraph and summarise these; analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning; analyse and evaluate how specific information is organised within a non-fiction text; prepare for research by identifying what is already known about the subject and key questions to structure the task; explain how paragraphs are used to order or build-up ideas, and how they are linked; use commas to mark clauses in complex sentences; identify, select and use determiners; read and analyse non-fiction in order to plan their own versions; identify and discuss the purpose,

audience, structure, vocabulary and grammar of non-fiction; discuss and record ideas for planning e.g. boxing-up text types to create a plan; use paragraphs to organise writing in non-fiction texts; generate and select from vocabulary banks.

## Maths

### Key Vocabulary

- Decimals -fraction decimal decimal Equivalent decimal tenths decimal hundredths decimal point round compare part whole model
- Money - decimals, convert, pounds, pence, compare, money, amounts, estimate, calculate, solve problems
- Time - years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital, 24 hour clock.

### Key Learning

**Decimals** - Pupil will: recognise that tenths are made when dividing an object by 10 and hundredths are made when dividing an object by 100. They will learn to write these as both fractions ( $\frac{1}{10}$  and  $\frac{1}{100}$ ) and as decimals (0.1 and 0.01); recognise and write decimal equivalents of any number of tenths or hundredths (for example,  $\frac{3}{10}$  can be written as 0.3 or 0.56 can be written as  $\frac{56}{100}$ ); count up and down in tenths and hundredths: compare numbers with the same number of decimal places (for example, being able to say that 3.67 is a smaller number than 3.68); find the effect of dividing one- or two-digit numbers by 10 and 100, identifying the digits in the answer as ones, tenths and hundredths; round numbers with one decimal place to the nearest whole number (for example, 3.6 would round to 4); recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  (i.e. 0.25, 0.5 and 0.75)

**Money** - Pupils will: write money using decimals; convert between pounds and pence; compare amounts of money; estimate with money; calculate with money; solve problems with money;

**Time** - Pupils will: identify years, months, weeks and days; hours, minutes and seconds; convert between analogue and digital times; convert to the 24 hour clock; Convert from the 24 hour clock

## Religious Education (RE)

### Key Vocabulary

- church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.

### **Key Learning**

- In this unit pupils will deepen their understanding of how the church lives out the GOSPEL and contributes to the building of the KINGDOM OF GOD. They will learn that: not all church buildings are the same but have similar features according to denomination; Peter and the disciples 'built' the church after the events of Pentecost; Christianity is a world-wide multi-cultural faith; the Bible gives guidance to the church about behaviour and attitudes; world faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.
- Pupils will be taught to: use religious vocabulary to name features of the church building; talk about their significance and link to the Bible. identify similarities and differences between churches and denominations worldwide; ask good questions about the similarities and differences between different denominational practices; make links between values and beliefs and behaviour; talk knowledgeably about places of worship, the features of the building and the worship that takes place there.

## **Science**

### **Key Vocabulary**

- Sound, vibration, medium, source, energy, materials, reflect, volume, decibels, pitch, instruments, particles

### **Key Learning**

- **Sound** - Pupils will learn how to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and finally, recognise that sounds get fainter as the distance from the sound source increases.

## **History**

### Key Vocabulary

- Were the Vikings raiders, traders or settlers? - Anglo-Saxon, Chronicle, balanced, event, longboat, bias, cause, consequence, Danelaw, one-sided, perspective, Viking.

### Key Learning -

**Were the Vikings raiders, traders or settlers?** - Pupils will: Identify the different reasons for migration to Britain; Sequence events according to their significance for groups of people; Explain where the Vikings came from and why they came to Britain; Make inferences from sources; Explain how sources can be biased; Find evidence within a source to support their reasoning; Describe the parts of a longboat; Design and creating a longboat; Describe what the Vikings traded; Identify Viking trading routes; Explain whether the Vikings were traders or raiders and providing supporting evidence; Identify important events in the Anglo-Saxon and Viking struggle for Britain; Explain the meaning of cause and consequence; Suggest the cause and consequences of events; Make observations and deductions about artefacts.

## Design and Technology

### Key Vocabulary

- Cooking and Nutrition - adapt, addition, appearance, budget, buttery, combine, comment, compare, construct, cream, crunchy, cuboid, cut, design.

### Key Learning

- **Cooking and Nutrition** - Pupils will: Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients.

## Physical Education (PE)

### Key Vocabulary

- Netball - Centre Circle, Centre pass, Obstruction, Out of court, Airborne throw, Contact, Goal attack, Goal shooter, Goal third, High 5 Netball, Pivot, Scorer, Defending, Double bounce, Footwork, Goalkeeper, Offside, Wing attack (wa), Wing defence (wd), Attacking team, Ball, Hoop, Marking
- Athletics - Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay

#### **Key Learning -**

- Netball - Pupils will: demonstrate passing a ball using a chest pass, move into space after using a chest pass in a game, demonstrate passing a ball using a bounce pass, perform a pass in a game using a chest pass or bounce pass, apply a simple tactic to outwit a defender.
- **Athletics** -Pupils will: develop running, throwing, and jumping skills, including refining techniques, improving pacing, and understanding the principles of different athletic events, while also fostering teamwork and positive competitiveness.

### **Personal, Social and Health Education (PSHE)**

#### **Key Vocabulary**

- Being my Best - accident, emergency, affect, balanced diet, recycle, breathing, community, repair, reduce, creative, give to others, injury, exercise, choices, wound, mental, health, active, first aid, repair, connect, future, choking, reuse, wellbeing, be, mindful.

#### **Key Learning**

- **Being my Best** - Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now? Why is it important to look after myself in the future? Taking Care of My

Environment What different things do I do to look after our environment? Why is it important to look after our environment? How does this affect our future?

## Computing

### Key Vocabulary

- Genre; Dance (music); House (music); Dubstep (music); Drum and Bass (music); Drum Machine; BPM (Beats per minute); Synthesisers.

### Key Learning

- **iJam L2 - iDance**

Pupils will begin listening to a variety of popular dance music styles and analysing key elements that distinguish one genre from another. These findings will then be applied when students create a short composition in their chosen genre.

Elements such as dynamics and pitch will be explored and applied to the compositions. The concept of the 'Audio Spectrum' will be introduced and participants will begin to use stereo-panning and level controls to improve their music's balance and texture.

## Music

### Key Vocabulary

- Verse, Chorus, Structure, Rhyme, Soundtrack, Theme, Musical, Couplet, Alternate, Melody, Brief.

### Key Learning

- **Junior Jam - Songwriting with Glockenspiels** - Pupils will explore musical components by composing music to create a specific mood – this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play. Pupils will be taught to create keys for their scores and

choose to use one or not, so others can interpret their music the correct way or leave their piece open to interpretation. Pupils will compose music on their instruments in pairs, as well as working on whole class compositions.

## French

### Key Vocabulary

- le kiosque, le supermarché, la boulangerie, la pâtisserie, la pharmacie, l'épicerie, le magasin de chaussures, le magasin de vêtements, la poissonnerie, la boucherie, la librairie, une chemise, du poisson, des bottes, un gâteau, du pain, des saucisses, un magazine, des médicaments, des fraises, un livre, du riz, 'Où puis-je acheter....?', 'Vous pouvez acheter article + acheter dans (magasin).', un, une, des, l'acheter, l'acheter, les acheter, à droite, à gauche, tout droit, arrêtez, tournez à droite/gauche, allez tout droit, prenez la première/deuxième/troisième rue à droite/gauche, c'est à droite/ à gauche, c'est au bout de la rue, 'Où est (magasin)?', une voiture, une moto, un bus, un avion, un camion, un train, une fourgonnette, un bateau, un taxi, un vélo, une trottinette, à pied, vais, vas, va, allons, allez, vont, 'Comment vas-tu / au (magasin)?', 'Je vais au (magasin) en (transport)'.

### Key Learning

- Junior Jam - Shops and Transport** - Pupils will: be able to name different shops and means of transport in French, as well as understanding basic instructions in the context of giving directions. Pupils will be able to use, at least, the first person of the verb 'to go' to say what shop they are going to, and by which means of transport.

## Cultural Capital

- History walks/experiences around our local area
- Linking Schools
- Church walk - Springvale, St Josephs & The United Reformed Church (TBC)
- Presentation of Learning from The Anderton Centre